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APPLETON ST. SCHOOL,

HOLYOKE, MASS.

HOLYOKE, MASS.,
LOOMIS & DWIGHT, PRINTERS.
1887.

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➤Appleton Street School.◀

TEACHERS.

✓H. B. LAWRENCE, Principal,

C. A. SWAN,

S. COOMBS,

M. E. LAWLEY,

S. M. MAXFIELD,

E. T. FINCH,

E. M. WILSON,

K. C. WILLIAMS,

M. E. WEBSTER,

F. E. KELT,

A. MOSS.

S. M. MAYO,

EXPLANATORY.

A few years ago a special effort was made to increase the efficiency of instruction in language in our school. Specimens of birds, minerals, and plants were placed in the hands of pupils. They were directed to examine these objects carefully and give an oral or a written account of what they saw and learned. This plan of instruction worked so well that both teachers and pupils became very enthusiastic in collecting specimens of natural history. This effort commenced in 1877, has resulted in the formation of a valuable school museum, for an account of which see summary.

In 1879 the teachers purchased a few standard books on education and laid the foundation for a professional library. Inquiry was made as to the best books for teachers. The late Hon. J. D. Philbrick wrote as follows: "I should advise you to purchase Dr. Barnard's *Journal of Education*, and turn over its pages by day and night." Supt. Eliot of Boston said: "Biographies, not only of teachers, but of scholars, men and women, literary, scientific, and artistic are among the very best material for a teacher's library."

Another writer said: "A wise teacher reasons as a woman does when she buys a sewing-machine, or a farmer does when he buys a mowing-machine. He avails himself of the thoughts and discoveries of others on education. Hence the importance of educational publications; they are certainly the cheapest, readiest, and surest means a teacher can employ to keep himself and his school up in front. To be a first-class teacher, you must know what the most skillful of your profession would do if in your place."

A subscription paper passed among our friends and patrons met with a generous response. Soon many valuable books were secured. Weekly meetings were held by the teachers for the discussion of definite school-work. This created a desire to read and study the standard works on teaching. Our library situated in our school-building is convenient for study and consultation. The teachers contribute generously for its support. Besides buying new books each year, we are enabled to have *The New England Journal of Education*, *The American Teacher*, *Education*, *Popular Educator*, *The Literary World*, *Harper's Magazine*, *The Century*, *North American Review*, *The Atlantic*, and *Science Monthly*. And now after a few years of experience, we find our library helpful in many ways. The study of the history and the science of education gives the teachers larger and more intelligent views of their work, creates new zeal for excellence, and contributes constantly to their intellectual and professional growth.

A year after the foundation of the teachers' library a pupils' library was started. Upon the importance of school libraries the following extracts are given: "No one thing," says Horace Mann, "will contribute more to intelligent reading than a well-selected school library." Supt. Swett says: "Make a systematic use of the school library, and keep a close supervision over what the pupils read, and how they read it." Supt. Harrington says: "I do not hesitate to declare my conviction that if half the school-time were devoted to reading, solely for the sake of reading; if books were put into the scholars' hands all that while, under wise direction, divested of every shadow of association with text-book work, to be perused with interest and delight inspired by their attractive contents—works of history, biography, travel, poetry, fiction—there would be a far more profitable disposal of it than marks its lapse in many a school room now." Supt. Newell says: "Very little of arithmetic which children learn at school can be made available in after-life. Their feats of analysis and parsing are never to be repeated in the actual contest of actual life. Nine-tenths of what they have learned as geography will pass away as the morning cloud and the early dew. But a taste for good reading will last for life; will be available every day and almost every

hour, and will grow by what it feeds on ; will so occupy the time of the young as to rob temptation of half of its opportunities ; and will be a refuge and a solace in adversity."

The pupils of the three highest classes take books from their library, and are required weekly to give oral or written accounts of what they have read. After several years of trial we find that the pupils gladly take up this kind of work, and that they gain a facility, an accuracy, and a power in the use of language, form habits of reading with fixed attention, and acquire a taste for good books.

To raise means to increase our libraries, in June near the close of each school year, we give an entertainment consisting of declamations, recitations, and music. These entertainments have been most generously sustained by the parents and the friends of our school. To the Superintendent and the School Committee who have so zealously aided us, and to the friends and the patrons of our school, we tender our grateful thanks. We publish this catalogue especially for our own benefit, but with the hope that an account of our efforts may serve as an inspiration to others engaged in school work. We trust that by diligent and faithful efforts we may merit the continued approval and support of our citizens.

H. B. LAWRENCE.

HOLYOKE, MASS., Jan. 1, 1887.

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- American Journal of Education, 26 vols., (vols. 19, 25,
29, and 30 wanting), Henry Barnard
Attention, How to Secure and Retain, J. L. Hughes
American Institute of Instruction, 1845 '48, '49, '50,
'51, '52, '53, '67, '81, '82, '83, '84, '85; 13 vols.,
(42 vols. wanting).
Art of Teaching Young Minds to Observe and Think. J. Gill
Advancement of Learning, Bacon, Edited by W. A. Wright
American Education, E. D. Mansfield
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American Colleges and the American Public, Noah Porter
Addresses and Proceedings of the National Educational
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1864 and 1868 wanting).
Art of Questioning, J. G. Fitch
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 Pennsylvania School Journal, 1879-1882, 2 vols.

Q

- Quarterly Journal of Education, (London) 1831-35,
 10 vols.
 Quincy Methods Illustrated, Lelia E. Partridge

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